

SANDERS MIDDLE
609 Green Street
Laurens, South Carolina 29360

GRADES 6-8 Middle School

ENROLLMENT 418 Students

PRINCIPAL Ron Bagwell 864-984-0354

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	32	15	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

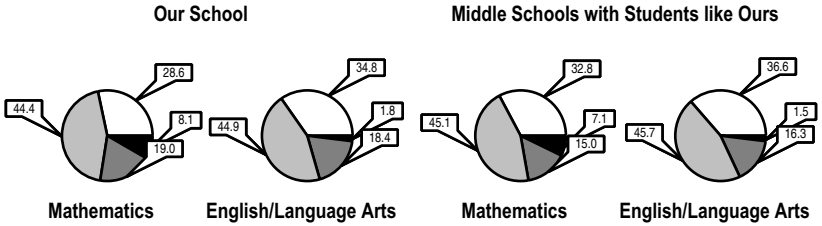
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG




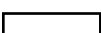
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	146	60
Percent satisfied with learning environment	88.9%	73.1%	80.0%
Percent satisfied with social and physical environment	88.9%	80.7%	61.7%
Percent satisfied with home-school relations	69.2%	90.1%	78.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	404	100.0	34.8	44.9	18.4	1.8	20.3	17.6
Gender								
Male	217	100.0	34.6	46.4	18.5	0.5	19.0	17.6
Female	187	100.0	35.1	43.1	18.4	3.4	21.8	17.6
Racial/Ethnic Group								
White	180	100.0	17.8	49.4	30.5	2.3	32.8	17.6
African-American	216	100.0	49.0	40.7	8.8	1.5	10.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	333	100.0	28.0	48.1	21.7	2.2	23.9	17.6
Disabled	71	100.0	67.2	29.9	3.0	N/A	3.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	404	100.0	34.8	44.9	18.4	1.8	20.3	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	399	100.0	34.2	45.3	18.7	1.8	20.5	17.6
Socio-Economic Status								
Subsidized meals	246	100.0	45.9	41.6	11.6	0.9	12.4	17.6
Full-pay meals	156	100.0	17.8	50.0	28.9	3.3	32.2	17.6

Mathematics								
All students	404	100.0	28.6	44.4	19.0	8.1	27.0	15.5
Gender								
Male	217	100.0	28.0	44.5	19.9	7.6	27.5	15.5
Female	187	100.0	29.3	44.3	17.8	8.6	26.4	15.5
Racial/Ethnic Group								
White	180	100.0	16.7	41.4	27.6	14.4	42.0	15.5
African-American	216	100.0	38.2	46.6	12.3	2.9	15.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	333	100.0	21.7	46.5	22.3	9.4	31.8	15.5
Disabled	71	100.0	61.2	34.3	3.0	1.5	4.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	404	100.0	28.6	44.4	19.0	8.1	27.0	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	399	100.0	27.9	44.7	19.2	8.2	27.4	15.5
Socio-Economic Status								
Subsidized meals	246	100.0	37.8	44.6	14.2	3.4	17.6	15.5
Full-pay meals	156	100.0	14.5	44.1	26.3	15.1	41.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	106	N/A	25.5	35.8	32.1	6.6	38.7
	Grade 7	169	N/A	22.8	52.7	22.8	1.8	24.6
	Grade 8	117	N/A	35.7	33.9	22.6	7.8	30.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	118	100.0	38.3	43.9	15.0	2.8	17.8
	Grade 7	110	100.0	31.5	40.7	26.9	0.9	27.8
	Grade 8	176	100.0	34.7	48.2	15.3	1.8	17.1
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	106	N/A	29.2	42.5	19.8	8.5	28.3
	Grade 7	169	N/A	32.9	30.5	21.6	15.0	36.5
	Grade 8	117	N/A	42.6	35.7	14.8	7.0	21.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	118	100.0	28.0	48.6	18.7	4.7	23.4
	Grade 7	110	100.0	23.1	43.5	20.4	13.0	33.3
	Grade 8	176	100.0	32.4	42.4	18.2	7.1	25.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 418)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 12.5%	10.7%	14.4%
Retention rate	2.4%	No change	3.2%	2.3%
Attendance rate	95.0%	Down from 95.4%	95.1%	95.2%
Eligible for gifted and talented	12.4%	Down from 17.7%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.4%	Up from 15.8%	14.8%	14.1%
Older than usual for grade	3.8%	No change	4.6%	4.9%
Suspended or expelled	0.2%	Down from 6.4%	1.2%	1.3%
Annual dropout rate	0.0%	N/A	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	43.5%	Up from 36.0%	44.8%	47.1%
Continuing contract teachers	91.3%	Up from 88.0%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	70.0%	Up from 62.5%	82.2%	84.3%
Teacher attendance rate	94.4%	Down from 94.9%	94.8%	95.0%
Average teacher salary	\$40,580	Up 1.4%	\$38,820	\$39,924
Prof. development days/teacher	8.1 days	Down from 15.8 days	10.3 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio	21.4 to 1	Up from 18.0 to 1	20.7 to 1	21.0 to 1
Prime instructional time	88.7%	Down from 89.5%	88.5%	88.9%
Dollars spent per pupil*	\$5,875	Up 24.1%	\$5,731	\$5,854
Percent spent on teacher salaries*	65.0%	Up from 57.0%	62.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.7%	Up from 72.8%	95.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year was a successful and exciting one for Sanders Middle School. Our school has truly become a middle school community of faculty, students and parents. Academics have continued to be the priority for Sanders. This year we continued to utilize the district literacy program. We also continued to develop the writing component of "Write from the Beginning." During "academy time," students received enrichment in math and language arts. Character Education continued to be spotlighted in various areas of Sanders. Many service learning projects occurred throughout the year. We participated in Pennies for Patients and Hoops for Heart. We collected canned goods for the Soup Kitchen and blankets for the Salvation Army. Our guidance counselor incorporated study skills, character education and elements of School to Work into classroom lessons as well as through small group and individual sessions.

Our business partnership with National Healthcare (NHC) was an intricate part of our year at Sanders. It was truly a "two way" partnership. Students and faculty at Sanders provided various services for the residents at NHC. The services included seasonal gifts, chorus performances, band performances, readers, and pen pals. NHC sent gifts to the Sanders' faculty and school supplies for the students. They also donated the trophies for our eighth grade academic award and for the Teacher of the Year. As a result of this partnership, we saw increased awareness in character education and communication skills among the students at Sanders.

We are aware that our report card last year did not show improvement over the previous year. Our academic programs this year were specifically designed to target the areas of need. Our academic programs will continue to be enhanced, modified and/or fine-tuned, based on test scores. Planning has already begun for another successful year at Sanders Middle School.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.